

4.R.1.1 Students are able to **apply** knowledge of complex word patterns to **determine** meanings of unfamiliar words.

Verbs Defined:

- apply – show what I know by reading and/or writing
- determine – figure out

Key Terms Defined:

- complex word patterns (root words, prefixes and suffixes)

Teacher Speak:

Students are able to apply knowledge (show what I know by reading and/or writing) of complex word patterns (root words, suffixes, and prefixes) to determine (figure out) meaning of unfamiliar words.

Student Speak:

I can figure out (determine) the meaning of unfamiliar words by showing what I know by reading and/or writing root words, prefixes and suffixes (apply).

4.R.1.2 Students will be able to **apply** strategies to **construct meaning** from grade-level text.

Verbs Defined:

- apply – use in writing and/or speaking
- construct meaning – build understanding

Key Terms Defined:

- strategies (comprehension)
 - connecting
 - questioning
 - inferring
 - visualizing
 - determining importance
 - synthesizing
 - monitoring for meaning

Teacher Speak:

Students are able to apply (use in writing and/or speaking) strategies (connecting, questioning, inferring, visualizing, determining importance, synthesizing and monitoring for meaning) to construct meaning (build understanding) from grade-level text.

Student Speak:

I can build understanding (construct meaning) from grade-level text by using:

- connecting - text to text, text to self, text to world
- questioning – before, during, and after
- inferring – making predictions and drawing conclusions from text
- visualizing
- determining importance
- synthesizing – bringing together what I know and creating
- new meaning based on my understanding of the text
- monitoring for meaning

(strategies) in writing and/or speaking (apply).

4.R.1.3 Students are able to **use** organizational features of fiction and informational text to activate prior knowledge and to make predictions about text.

Verbs Defined:

- use – show what I know in writing/speaking

Key Terms Defined:

- organizational features:
 - table of contents
 - chapter headings
 - title page
 - illustrations
 - captions
 - glossary
 - headings
 - bold and italic print
 - index
- informational text – nonfiction

Teacher Speak:

The students are able to use (show what they know in writing/speaking) organizational features (table of contents, chapter headings, title page, illustrations, captions, glossary, headings, bold and italic print, index) of fiction and informational text (nonfiction) to activate prior knowledge and to make predictions about text.

Student Speak:

I can activate prior knowledge about organizational features:

- table of contents
- chapter headings
- title page
- illustrations
- captions
- glossary
- index
- headings
- bold and italic print

to make predictions about fiction and nonfiction (informational text).

4.R.2.1 Students are able to **identify** text structures and the specific text that demonstrates that form of organization.

Verbs Defined:

- identify -- find and describe

Key Terms Defined:

- text structures:
 - introduction, body, and conclusion
 - sequencing of main events
 - comparison/contrast
 - conflict and resolution
- form of organization -- genre (fiction, nonfiction, poetry, drama)

Teacher Speak:

Students are able to identify (find and describe) text structures (sequencing main events; comparison/contrast; conflict and resolution; introduction, body, and conclusion) in the specific text that demonstrates that form of organization (genre).

Student Speak:

I can find and describe (identify)

- introduction, body, and conclusion
- sequencing of main events
- comparison/contrast
- conflict and resolution

(text structures) in the specific text that demonstrates that form of organization (genre).

4.R.2.2 Students are able to **compare** and **contrast** various literary elements and the use of literary devices.

Verbs Defined:

- compare -- how things are alike in writing and/or speaking
- contrast -- how things are different in writing and/or speaking

Key Terms Defined:

- literary elements
 - characterization
 - setting
 - plot
 - theme
- literary devices
 - alliteration
 - personification
 - imagery

Teacher Speak:

Students are able to compare (how things are alike in writing and/or speaking) and contrast (how things are different in writing and/or speaking) various literary elements (characterization, setting, plot, and theme) and the use of literary devices (alliteration, personification and imagery).

Student Speak:

I can tell how things are alike and different in writing and speaking (compare and contrast) by using:

- character traits (characterization)
- when and where the story takes place (setting)
- events leading to problem and solution (plot)
- main idea (theme)

(various literary elements)

- words beginning with the same sound (alliteration)
- giving a human quality to something not human (personification)
- picture in your mind (imagery)

(literary devices) in writing and/or speaking.

4.R.3.1 Students are **compare** the use of fact and fiction in historical and contemporary realistic fiction.

Verbs Defined:

- compare -- in writing and/or speaking tell the difference between

Key Terms Defined:

- historical fiction -- a fictional story based on historical events
- contemporary realistic fiction -- a fictional story that could have happened

Teacher Speak:

The students will be able to compare the use of (tell between in writing and/or speaking) fact and fiction in historical (a fictional story based on historical events) and contemporary realistic fiction (a fictional story that could have happened).

Student Speak:

I can tell in writing and/or speaking the difference between (compare) fact and fiction in a fictional story based on historical events (historical fiction) and a fictional story that could have happened (contemporary realistic fiction).

4.R.4.1 Students are able to **gather** and **organize** information for study and research purposes.

Verbs Defined:

- gather -- collect
- organize -- sort out

Key Terms Defined:

- information -- printed text: almanac, map, atlas, website, CD-Rom, traditional encyclopedia, magazine, nonfiction
- study and research purposes -- to find out and learn about a topic

Teacher Speak:

Students are able to gather (collect) and organize (sort out) information (printed text) for study and research purposes (to find out and learn about a topic).

Student Speak:

I can collect (gather) and sort out (organize) information:

- almanac
- map
- atlas
- website
- CD-Rom
- traditional encyclopedia
- magazine
- nonfiction

(printed text) to find out and learn about a topic (for study and research purposes).

4.R.4.2 Students are able to **use** text features and graphic features to **categorize** information and to **gain meaning** from informational materials.

Verbs Defined:

- categorize -- organize
- gain meaning -- understand

Key Terms Defined:

- text features: bolding, boxing, italicizing, listing, bulleting, numbering
- graphic features: maps, charts, diagrams, graphs, illustrations, tables
- informational - nonfiction

Teacher Speak:

Students are able to use text features (bolding, boxing, italicizing, listing, bulleting, and numbering) and graphic features (maps, charts, diagrams, graphs, illustrations, and tables) to categorize (organize) information and to gain meaning (understand) from informational (nonfiction) materials.

Student Speak:

I can use text features:

- bolding
- boxing
- italicizing
- listing
- bulleting
- numbering

and graphic features:

- maps
- charts
- diagrams
- graphs
- illustrations
- tables

to organize (categorize) and understand (gain meaning from) nonfiction (informational) materials.